

Jan 17th, 12:30 PM - 1:50 PM

Using Technology on the Ground and in Online Courses: A Liberal Arts Perspective

Elizabeth Langemak

La Salle University, langemak@lasalle.edu

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Langemak, Elizabeth, "Using Technology on the Ground and in Online Courses: A Liberal Arts Perspective" (2013). *Differentiated Learning series*. 1.

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Using Technology to Enhance Face to Face and Online Teaching and Learning Experiences

Presentation



Interaction



Organization



Audio



Visual



Types of Tools

Video
Photographs
MP3 Recordings

Blackboard
Skype
Prezi
Power Point
Voicethread

Visual

Audio

Organization

Interaction

Presentation

Purpose of Tools

Using Technology to Enhance Face to Face and Online Teaching and Learning Experiences

Presentation



Visual



Interaction



Organization



Audio



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Blackboard
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Purpose of Tools

Visual

Audio

Organization

Interaction

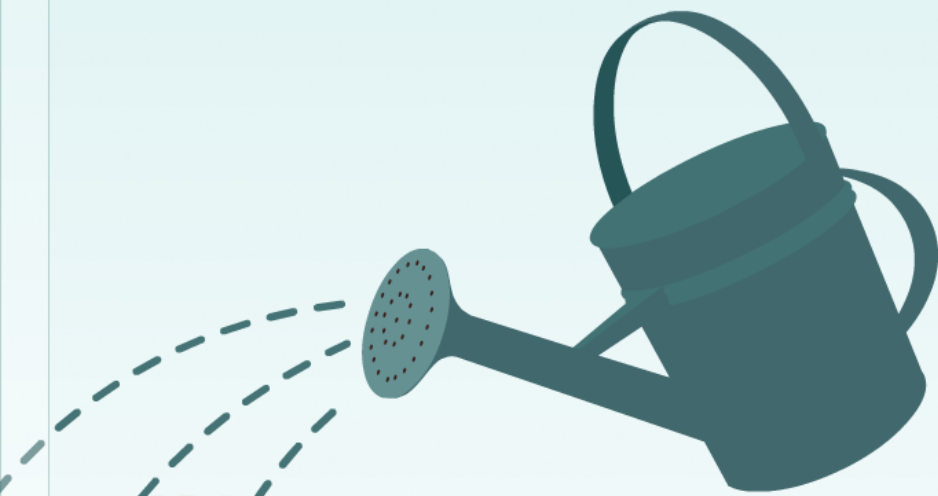
PreSentation


Purpose of Tools

Types of Tools

Video
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Blackboard
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visual

Visual

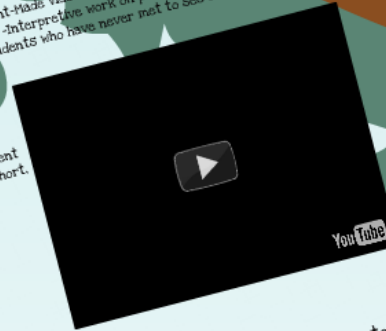
Using Visual Effects in Online and Face to Face Classrooms

Student-Made Videos in an Online Course Allow for:

- Interpretive work on part of students
- Students who have never met to see each other

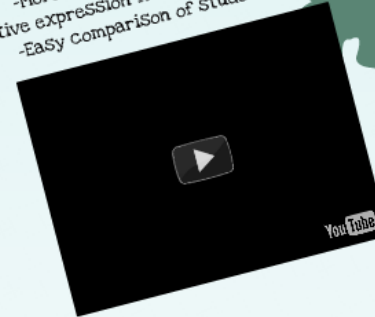


Sample video
from online student
interpreting a short
abstract play:



Video in a Face to Face Course Allows for:

- More efficient use of class time
- Creative expression from bold and shy students
- Easy comparison of student ideas



Example:
Unit Introduction Video



Intro videos useful for:

- inserting "presence" into course for students
- explaining the value of material
- can use to communicate updates, or can prerecord

Critical Response Portion of Assignment
in Video:

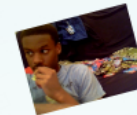
- Efficient use of class time
- Better student organization / preparation
- Presentations accessible to everyone



Similar Results with Photography

Interviews (Students) help the teachers to provide:

- 1) What is most effective (document or not) (pre-recorded or video) here?
- 2) How would you interpret this document based on the most powerful video of each?
- 3) How do you interpret this (not pre-recorded) video about your own in what way would you read your interpretation as a pre-recorded or pre-recorded video of this document?



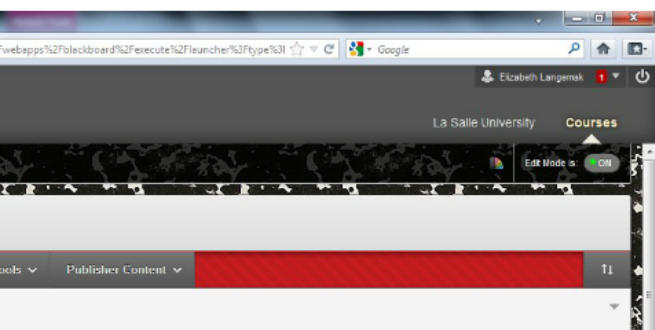
Skype Video Chat Allows for:

- Distance interview practice
- Understanding of role of written documents
- Understanding of setting, department, etc

Using Visual Effects in Online and Face to Face Classrooms

Student-Made Videos
- Interpretive
- Students who have

Introduction Courses in Online Courses



Recording Weekly Introduction Courses in Online Courses

The screenshot shows a web browser window with the address bar displaying the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3I. The browser's address bar also shows "Blackboard Learn".

The main content area displays the "Week Eight" section of the course. The left sidebar shows the course structure, including "ENG-150-WB-Summer-I-2012", "Announcements", and a list of weeks from "Week One" to "Week Four".

The main content area has a header "Week Eight" with a dropdown arrow. Below this is a navigation bar with tabs: "Build Content", "Assessments", "Tools", and "Publisher Content". The "Build Content" tab is active.

Under the "Build Content" tab, there is a section titled "Introduction to Week Eight" with a dropdown arrow. Below this section is a video player showing a woman speaking. The video title is "Langemak Unit 8 Intro". The video duration is "(2:21)" and the user is "kamegnal - Added: 5/28/12".

The top right of the interface shows the user's name "Elizabeth Langemak" and a "Courses" link. The bottom right of the interface shows "Edit Mode is: ON".

Recording Weekly Introduction Courses in Online Courses

Firefox Blackboard Learn

https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3I

Google

Elizabeth Langemak

La Salle University Courses

(Course is unavailable to you) Week Eight Edit Mode is: ON

Week Eight

Build Content Assessments Tools Publisher Content

Introduction to Week Eight

Langemak Unit 8 Intro

Duration: (2:21)
User: kamegnal - Added: 5/28/12

Watch Video

This week we're winding up our study of non-fiction and also the class! Because this week is short, you can begin working on it on July 20th.

No Mini-Lectures!

This week there will be no mini-lectures. Instead, you'll want to use terms that you already know in our discussions, and also concentrate on finishing up the non-fiction project and the paper if you still have one to do. Remember that class ends on July 27th, and so you'll want all of your work turned in before that!

Unit 8 Quiz

Before taking this week's quiz, be sure to finish reading *Autobiography of a Face*: this is important. Because there are no vocabulary terms this week, the quiz will cover comprehension of the text. As usual, you will have five minutes and one chance to take this quiz before the course ends.

Week 8, Discussion 1: Complete by Wednesday

This week we're finishing our practice of close reading on the last chapter of *Autobiography of a Face*. You guys should be experts at this by now! Remember that your number for discussion is the same as last week - you can look it up in Unit 1 if you don't remember!

In this discussion, you'll find that I've already created 24 threads: one for each of you in the book's last chapter, "Mirrors." Your student number is listed by one of these pages. Before Wednesday at midnight, your job is to write 100 words that answer this question:

1) Find an example of a place on your page where the idea of "mirrors" might be said to be seen. The mirrors here can be real or symbolic. Quote from the text, and then explain what that mirror means. Why is Grealy bringing that up here? Why talk about mirrors at the end of her book?

ENG-150-WB-Summer-I-2012

Announcements

Week One

Week Two

Week Three

Week Four

Week Five

Week Six

Week Seven

Week Eight

My Grades

Get Help

COURSE MANAGEMENT

Control Panel

Files

Course Tools

Evaluation

Grade Center

Users and Groups

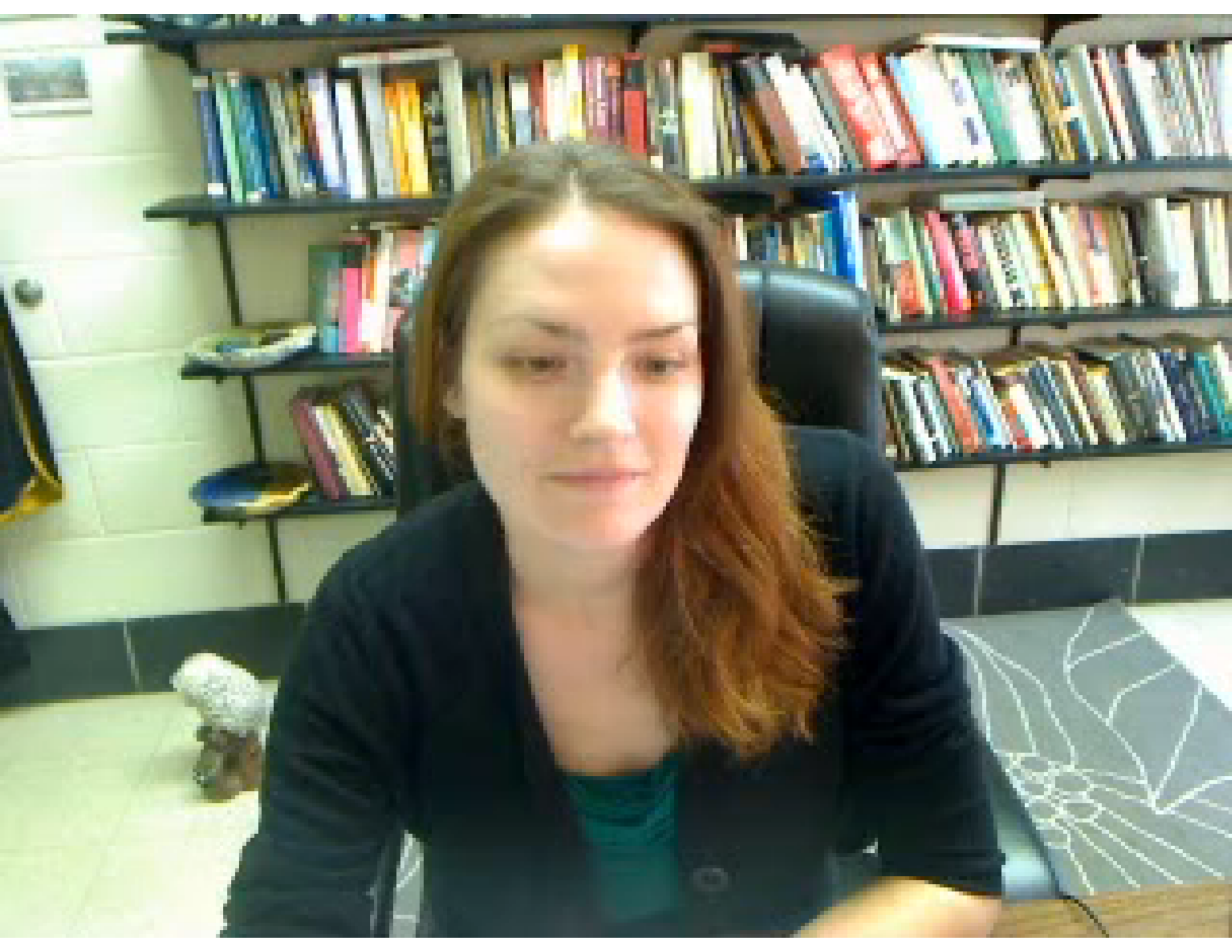
Customization

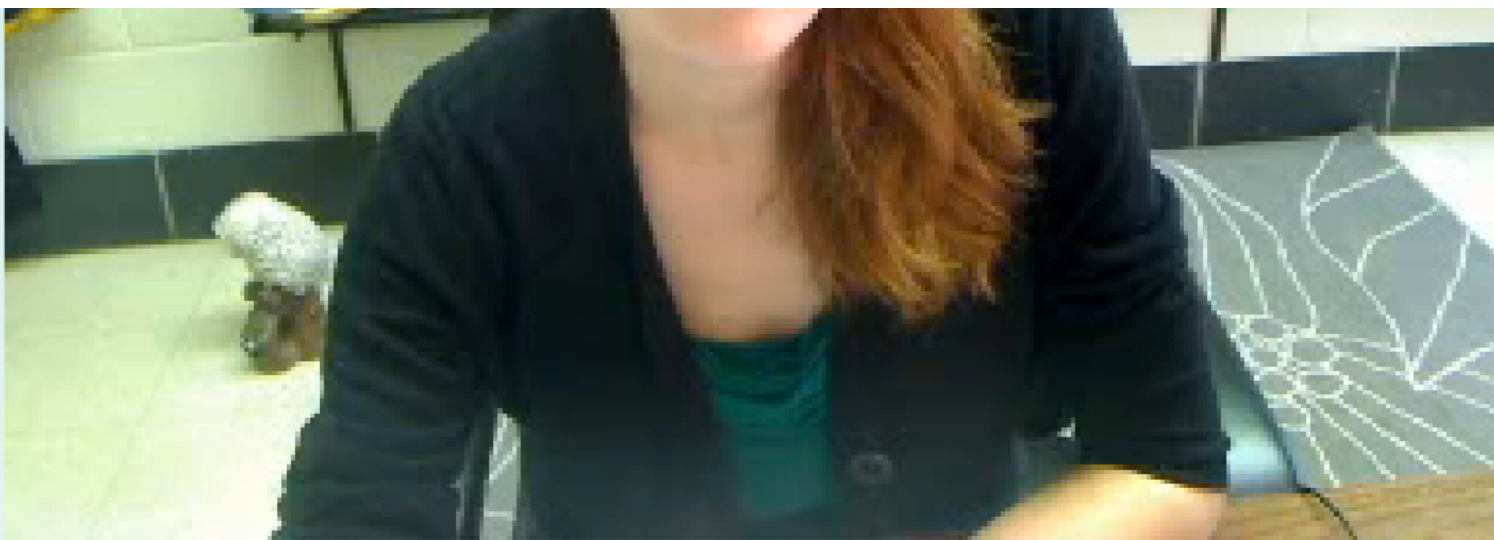
Packages and Utilities

Help

Example: Unit Introduction Video







Intro videos useful for:

- inserting "preSence" into course for students
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...to
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You Tube



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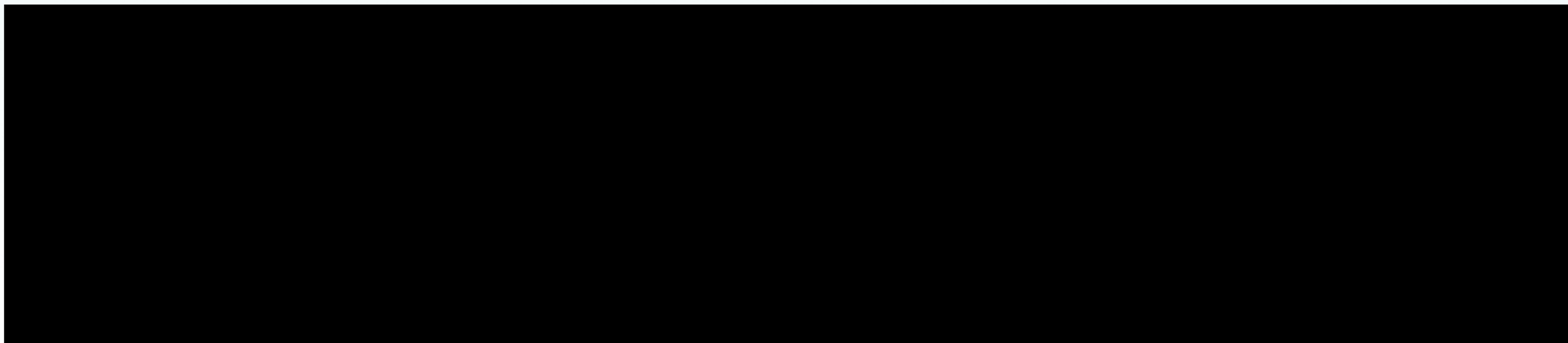




You Tube

Critical Response Portion of Assignment in Video:

- Efficient use of class time
- Better student organization /
preparation
- Presentations accessible to everyone





You Tube

Similar Results with Photography

American Studies: Self Portraiture Exercise

- 1) What is most striking element of self-portraiture visible here?
- 2) How would you interpret this element, based on the self-portraits we've studied?
- 3) As we examine these self-portraits, think about your own: in what way could we read your self-portrait as suggesting or arguing with one of the six myths?



American Studies: Self Portraiture Exercise

- 1) What is most striking element of self-portraiture visible here?
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Skype Video Chat Allows for:

- Distance interview practice
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- Understanding of setting, deportment, etc

Interview with Jennifer Fulwiler - On Atheism, ...

Share

▼ More info



Skype Video Chat Allows for:
-Distance interview practice

Audio

Audio

Using Audio Effects in Online and Face to Face Classrooms



Audio Introductions in an Online Course Allow for:

- Similar personal connection to video
- greater ease in recording for instructor
- more flexibility in changing introductions

See Power Point
(Prezi can do a lot, but it
can't yet import Mp3 files)

Audio Also Allows Further Lessons for Online Students:

- ability to practice reading aloud
- ability hearing their own work from other students



Consider Use of Student Recorded Audio in Face to Face Course, Too?



- When presentation skills aren't being taught, students might put forth different effort on recorded material to be played for class
- allows for an archive of strong student performances to be played for future students

USing Audio Effects in Online and Face to Face CLASSrooms



Firefox

Blackboard Learn

lasalle.eduhttps://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F...Google

Elizabeth Langemak5

La Salle University

Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > Before Class Begins

Edit Mode is: ON

+

≡

📁

📄

↺

↻

ENG-150-WBL-Fall-2012

Announcements

Before Class Begins

Papers & Projects

My Grades

Get Help

Library Resources

Week One (8/27-9/2)

Week Two (9/3-9/9)

Week Three (9/10-9/16)

Week Four (9/17-9/23)

Week Five (9/24-9/30)

Week Six (10/1-10/7)

Week Seven (10/8-10/14)

Week Eight (10/15-10/21)

Week Nine (10/22-10/28)

Week Ten (10/29-11/4)

Week Eleven (11/5-11/11)

Week Twelve (11/12-11/18)

Week Thirteen (11/19-11/25)

Week Fourteen (11/26-12/2)

Week Fifteen (12/3-12/9)

Exam Week (12/10-12/15)

Template Content

Before Class Begins

Build ContentAssessmentsToolsPublisher Content

🔊

Audio Introduction to "Before Class Begins"

• Download audio file: [Before Class Begins.mp3](#)

📄

150 Online Fall 2012 Syllabus(1)(1).docx

Enabled: Statistics Tracking

📄

Introduce Yourself

We'll be working together quite a bit in this class, and it's always easier to do things like that when you know a little about who you're working with. Use this discussion board to introduce yourself.

You might tell us your major, what year you're in, where you're from, what you'd like to do after college, and what you do in your spare time (such as sports or other school activities or hobbies).

Let's also talk about how we feel about reading - do you like it? Do you not? What sorts of things do you like to read or have you read in the past? It's OK to be honest - there's no need to tell me that you love reading or that it's easy for you if you don't really like it or it's hard.

Looking forward to "meeting" you!

USing Audio Effects in Online and Face to Face CLASSrooms

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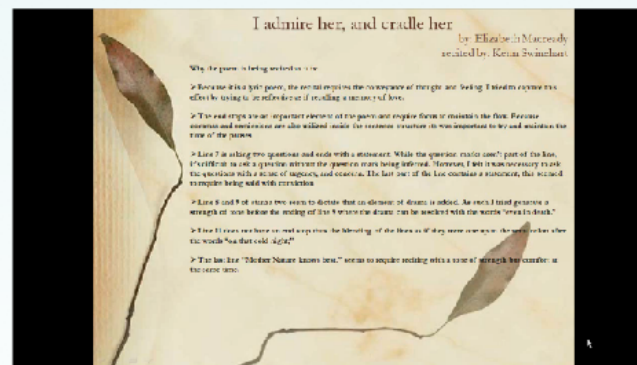
See Power Point
(Prezi can do a lot, but it
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- greater ease in recording
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Consider Use of Student Recorded Audio
in Face to Face Course, Too?



- when presentation skills aren't being taught, students might put forth different effort on recorded material to be played for class
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I admire her, and cradle her

by: Elizabeth Macready
recited by: Kenn Swinehart

Why the poem is being recited as it is:

➤ Because it is a lyric poem, the recital requires the conveyance of thought and feeling. I tried to capture this effect by trying to be reflective as if recalling a memory of love.

➤ The end stops are an important element of the poem and require focus to maintain the flow. Because commas and semicolons are also utilized inside the sentence structure it was important to try and maintain the time of the pauses.

➤ Line 7 is asking two questions and ends with a statement. While the question marks aren't part of the line, it's difficult to ask a question without the question mark being inferred. However, I felt it was necessary to ask the questions with a sense of urgency, and concern. The last part of the line contains a statement, this seemed to require being said with conviction

➤ Line 8 and 9 of stanza two seem to dictate that an element of drama is added. As such I tried generate a strength of tone before the ending of line 9 where the drama can be resolved with the words "even in death."


➤ Line 11 does not have an end stop thus the blending of the lines as if they were one up to the semi colon after the words "on that cold night;"

➤ The last line "Mother Nature knows best." seems to require reciting with a tone of strength but comfort at the same time.

Consider Use of Student Recorded Audio in Face to Face Course, Too?



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Presentation

of Tools

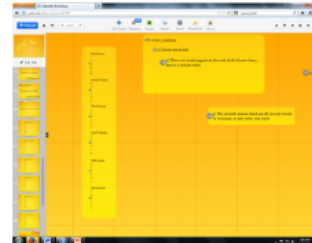
resentation

Using Presentation Tools in Online and Face to Face Classrooms

I use Prezi for two reasons:



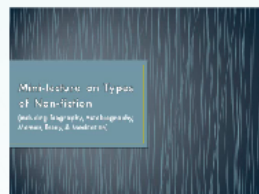
2) If I have more information than I can present dynamically by writing on the board.



But any presentation tool becomes boring if overused.



"Mini-Lectures" for Online Courses:
-always under five minutes long
-focus on set of related terms/concepts
-bring part of face to face lecture / personality to online class



-Set voice to slides in Power Point
-Convert to video so students without Microsoft Office can open them

Power Point Still Has Valuable Uses:



Use of "mini-lecture" in Face to Face Classroom?

-in practical "how-to" courses, such as composition, where a review of concepts might be helpful to students in their dorms or over breaks



Using Presentation Tools in Online and Face to Face Classrooms

Reasons:

Perhaps they're giving end-of-term presentations

I use Prezi for two reasons:



Prezi

1) If I am teaching Prezi itself...

Perhaps they're giving end-of-term presentations

...and I'd like them to consider interesting effects
for their own future presentations.



...and I'd like them to consider interesting effects
for their own future presentations.

But any presentation tool
becomes boring if overused.





So I try not to use
it for its own sake.

2) If I have more information than I can present dynamically by writing on the board.

The screenshot shows a Prezi presentation titled "Villanelles & Sestinas" in a Firefox browser window. The presentation is displayed on a yellow grid background. A central yellow box contains the following text:

- To write a sestina:
- 1) Choose six words
- 2) These six words appear at the end of all of your lines, but in a certain order

Below this central box, there are three smaller yellow boxes labeled "First Stanza", "Second Stanza", and "Third Stanza", each containing a list of numbers 1 through 6. To the right of the "Third Stanza" box, a yellow box contains the text:

- 3) The seventh stanza must use all six end words in its tercet, in any order you want

On the left side of the presentation, there is a vertical sidebar with a "Edit Path" button and a list of slide numbers (17, 18, 19) corresponding to different sections of the presentation. The browser window also shows a "power point" tab and various navigation icons.

2) If I have more information than I can present dynamically by writing on the board.

The screenshot shows a Prezi presentation titled "Villanelles & Sestinas" in a Firefox browser window. The presentation is set on a yellow grid background. A central vertical column contains six yellow boxes, each representing a stanza of a sestina, with lines of poetry written inside. To the right of this column, there are two larger yellow boxes containing instructions for writing a sestina. On the left, a vertical list of slide numbers (17-25) is visible, with corresponding thumbnail images of the slides. The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 3:03 PM on 1/16/2013.

To write a sestina:

- 1) Choose six words
- 2) These six words appear at the end of all of your lines, but in a certain order
- 3) The seventh stanza must use all six end words in its tercet, in any order you want

First Stanza

1
2
3
4
5
6

Second Stanza

6
1
5
2
4
3

Third Stanza

3
6
4
1
2
5

Fourth Stanza

5
3
2
6
1
4

Fifth Stanza

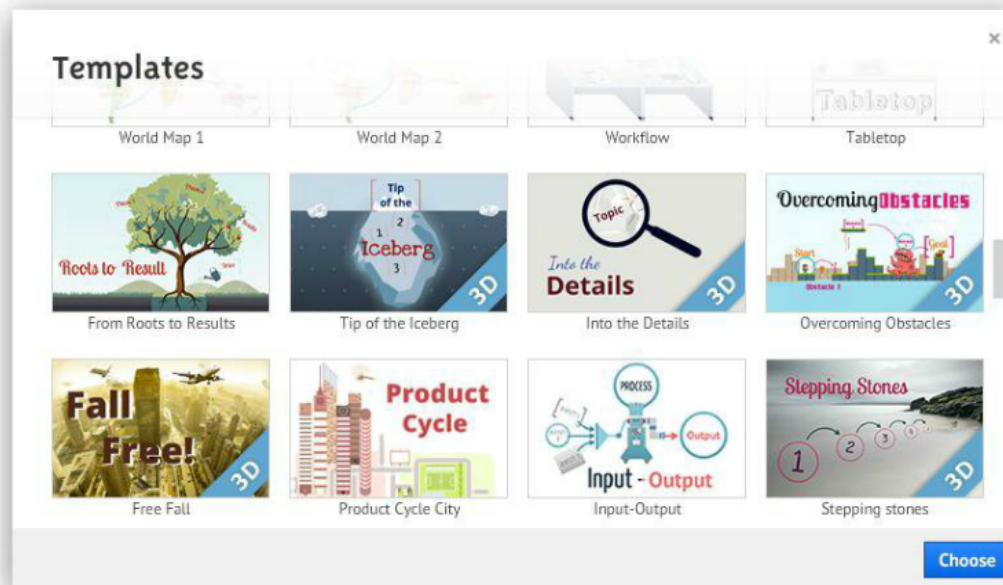
4
5
1
3
6
2

Sixth Stanza

2
4
6
5
3
1



If you can navigate an Iphone,
using Prezi's templates is fairly intuitive.



Power Point Still Has Valuable Uses:





"Mini-Lectures" for Online Courses:

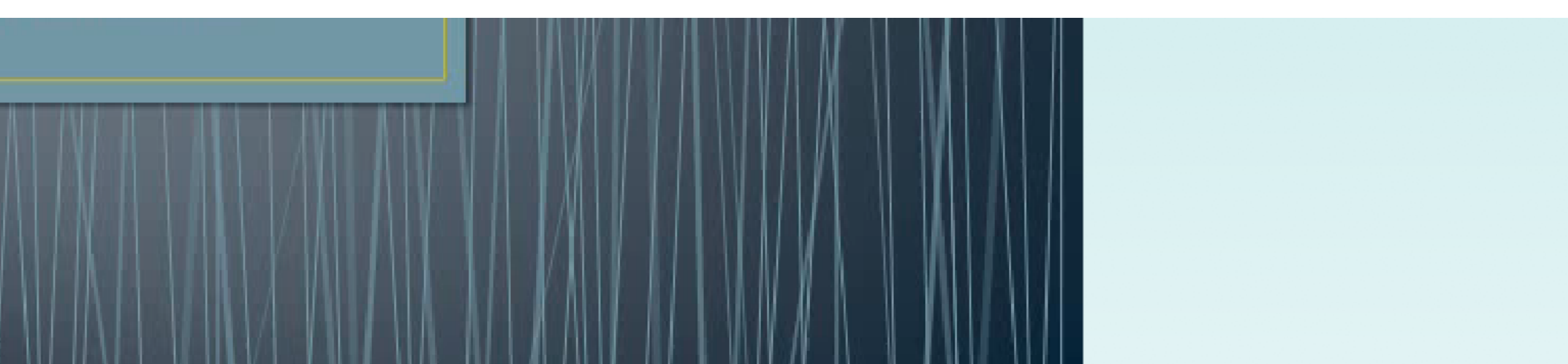
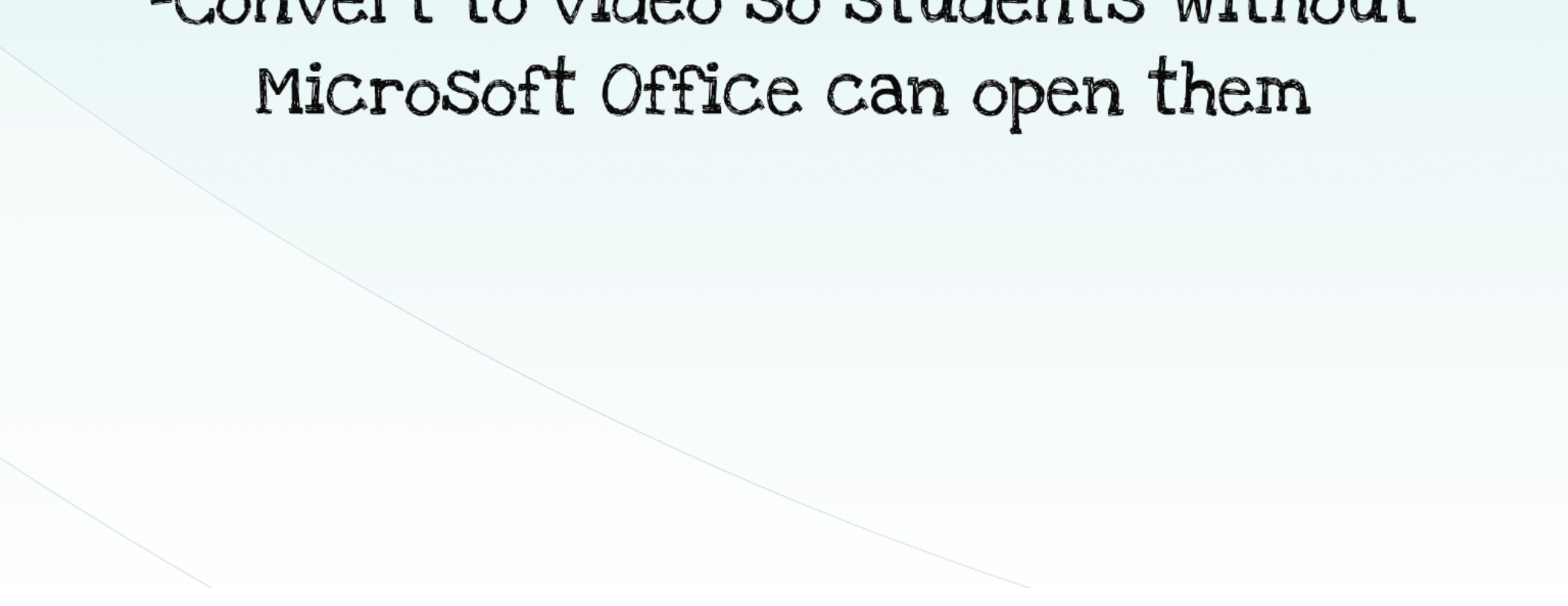
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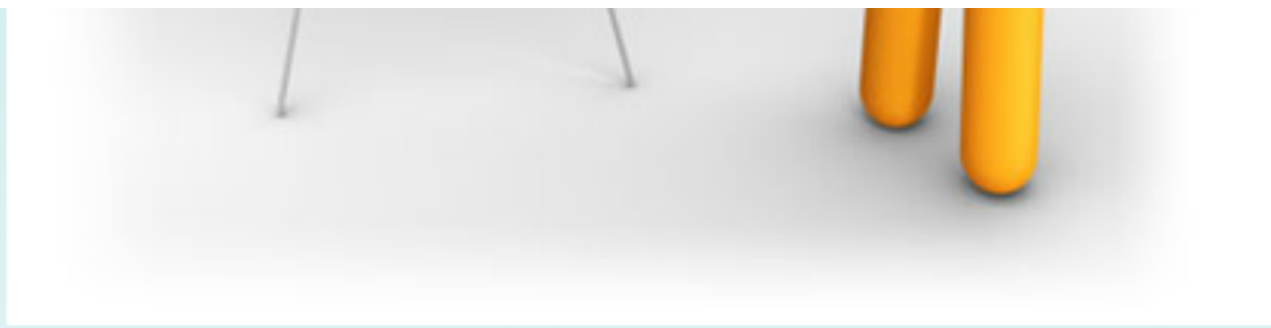
Mini-lecture on Types of Non-fiction

(including Biography, Autobiography,
Memoir, Essay, & Meditation)

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(including Biography, Autobiography,
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- Set voice to slides in Power Point
 - Convert to video so students without Microsoft Office can open them
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Use of "mini-lecture" in Face to Face Classroom?

-In practical "how-to" courses, such as composition, where a review of concepts might be helpful to students in their dorms or over breaks



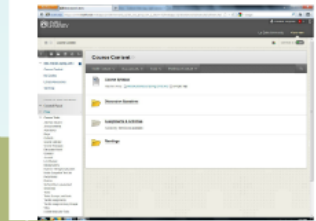
Organization

action

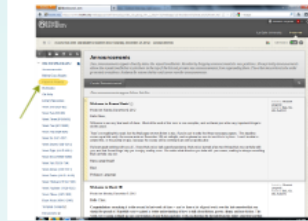
Organization

Using Organizational Effects in Online and Face to Face Classrooms

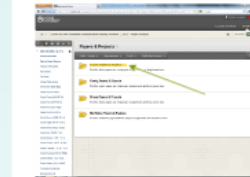
Typical Blackboard Layout for Face to Face Courses



Typical Blackboard Layout for Online Courses



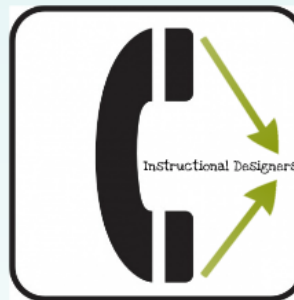
Inside 'Papers & Projects' Section



Inside 'Papers & Projects'



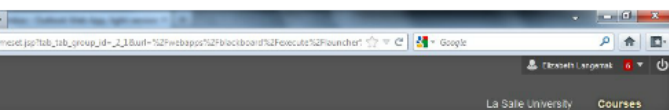
Inside 'Action Mini-Project'



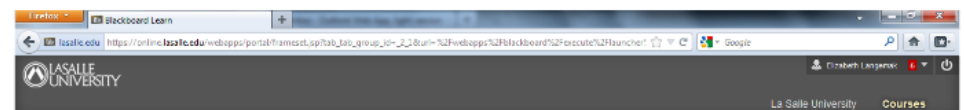


USing Organizational Effects in Online and Face to Face Classrooms

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Typical Blackboard Layout for Online Courses



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Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher

LASALLE UNIVERSITY

Elizabeth Langemak

La Salle University Courses

Course Content

Edit Mode is: ON

Course Content

ENG-150-02-Spring-2013

Course Content

My Grades

Library Resources

Get Help

COURSE MANAGEMENT

Control Panel

Files

Course Tools

Add Test Student

Announcements

Attendance

Blogs

Contacts

Build Content Assessments Tools Publisher Content

Course Syllabus

Attached Files: IntroLitSyllabus Spring 2013.docx (44.393 KB)

Discussion Questions

Assignments & Activities

Availability: Item is not available.

Typical Blackboard Layout for Face to Face Courses

The screenshot displays the Blackboard Learn interface for a course. The browser window at the top shows the URL https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The user is logged in as Elizabeth Langemak. The course is identified as ENG-150-02-Spring-2013. The left sidebar contains navigation links: Course Content, My Grades, Library Resources, and Get Help. Below these are sections for COURSE MANAGEMENT (Control Panel, Files) and Course Tools (Add Test Student, Announcements, Attendance, Blogs, Contacts, Course Calendar, Course Messages, Discussion Board, Glossary, Journals, Link Checker, Manage Users, McGraw-Hill Higher Education, Mobile Compatible Test List, Photo Roster, Rubrics, Self and Peer Assessment, Send Email, Tasks, Tests, Surveys, and Pools, Turnitin Assignments, Turnitin Assignments by Groups, Wikis, and a link to clicker Instructor Tools). The main content area is titled 'Course Content' and includes tabs for Build Content, Assessments, Tools, and Publisher Content. It lists four content items: 'Course Syllabus' with an attached file 'IntrotoLitSyllabus Spring 2013.docx' (44.393 KB), 'Discussion Questions', 'Assignments & Activities' (marked as unavailable), and 'Readings'. The bottom of the screen shows a Windows taskbar with the time 3:24 PM.

Firefox | Blackboard Learn | https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher | Google

LASALLE UNIVERSITY | Elizabeth Langemak | La Salle University | Courses

Course Content | Edit Mode is: ON

ENG-150-02-Spring-2013

- Course Content
- My Grades
- Library Resources
- Get Help

COURSE MANAGEMENT

- Control Panel
- Files

COURSE TOOLS

- Add Test Student
- Announcements
- Attendance
- Blogs
- Contacts
- Course Calendar
- Course Messages
- Discussion Board
- Glossary
- Journals
- Link Checker
- Manage Users
- McGraw-Hill Higher Education
- Mobile Compatible Test List
- Photo Roster
- Rubrics
- Self and Peer Assessment
- Send Email
- Tasks
- Tests, Surveys, and Pools
- Turnitin Assignments
- Turnitin Assignments by Groups
- Wikis
- clicker Instructor Tools

Course Content

Build Content | Assessments | Tools | Publisher Content

Course Syllabus

Attached Files: [IntrotoLitSyllabus Spring 2013.docx](#) (44.393 KB)

Discussion Questions

Assignments & Activities

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Readings

3:24 PM

Typical Blackboard Layout for Online Courses

The screenshot displays a Blackboard Learn interface within a Firefox browser window. The address bar shows the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The page header includes the La Salle University logo and the user name Elizabeth Langemak. A navigation bar at the top right shows 'La Salle University' and 'Courses'. Below this, a message states: '(Course has been unavailable to students since Saturday, December 22, 2012) > Announcements'. The left-hand navigation menu for 'ENG-150-WBL-Fall-2012' includes links to 'Announcements', 'Before Class Begins', 'Papers & Projects' (highlighted with a green arrow), 'My Grades', 'Get Help', 'Library Resources', 'Week One (8/27-9/2)', 'Week Two (9/3-9/9)', and 'Week Three (9/10-9/16)'. The main content area is titled 'Announcements' and contains a 'Create Announcement' button. Below this, a message reads: 'New announcements appear below this line'. The first announcement is titled 'Welcome to Exams Week!' and was posted by Elizabeth Langemak on Sunday, December 9, 2012. The announcement text begins with 'Hello Class,'.

Typical Blackboard Layout for Online Courses

Firefox | Blackboard Learn | lasalle.edu | https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F | Google

LASALLE UNIVERSITY | Elizabeth Langemak | La Salle University | Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > Announcements | Edit Mode is: ON

ENG-150-WBL-Fall-2012

- Announcements
- Before Class Begins
- Papers & Projects**
- My Grades
- Get Help
- Library Resources
- Week One (8/27-9/2)
- Week Two (9/3-9/9)
- Week Three (9/10-9/16)
- Week Four (9/17-9/23)
- Week Five (9/24-9/30)
- Week Six (10/1-10/7)
- Week Seven (10/8-10/14)
- Week Eight (10/15-10/21)
- Week Nine (10/22-10/28)
- Week Ten (10/29-11/4)
- Week Eleven (11/5-11/11)
- Week Twelve (11/12-11/18)
- Week Thirteen (11/19-11/25)
- Week Fourteen (11/26-12/2)
- Week Fifteen (12/3-12/9)
- Exam Week (12/10-12/15)
- Template Content
- Discussions

Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement | 11

New announcements appear below this line

Welcome to Exams Week!

Posted on: Sunday, December 9, 2012

Hello Class,

Welcome to our very final week of class. Most of the work of this term is now complete, and so there's just a few very important things to do this week.

There's no reading this week, but the final paper on non-fiction is due, if you've yet to write the three necessary papers. This deadline comes up a little early: the course ends on December 15th at midnight, and so please be sure to turn this in by then. I won't be able to extend this, or the journal or quiz, because the course will be coming to an end so quickly after.

It's been great working with you all - I hope that you've had a good experience, that you've learned a few new things that you can take with you, and that these things help you to enjoy reading more. No matter what direction you take with your career, reading is always something that can help you out.

Have a great break!

Best,

Professor Langemak

Posted by: Elizabeth Langemak
Posted to: ENG-150-WBL-Fall-2012

Welcome to Week 15!

Posted on: Monday, December 3, 2012

Hello Class,

Congratulations on making it to the second to last week of class - you've done a lot of good work over the last semester that you should be proud of. Hopefully you've gained a better understanding of how to talk about fiction, poetry, drama and non-fiction. This week we're going to finish up our conversation of non-fiction and also work on drawing the threads from the entire semester together.

Posted by: Elizabeth Langemak
Posted to: ENG-150-WBL-Fall-2012

3:27 PM

Inside "Papers & Projects" Section

The screenshot displays a web browser window with a Blackboard Learn interface. The browser's address bar shows the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The page header includes the La Salle University logo and a notification: "(Course has been unavailable to students since Saturday, December 22, 2012) > Papers & Projects". The main content area is titled "Papers & Projects" with a dropdown arrow. Below this title is a navigation bar with four menu items: "Build Content", "Assessments", "Tools", and "Publisher Content", each with a dropdown arrow. On the left side of the interface, there is a sidebar with a home icon and the text "0-WBL-Fall-2012" and "cements".

Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher Google

SALLE UNIVERSITY

Eliza

La Salle University

(Course has been unavailable to students since Saturday, December 22, 2012) > Papers & Projects

Papers & Projects

Build Content Assessments Tools Publisher Content

0-WBL-Fall-2012

cements

Inside "Papers & Projects" Section

The screenshot shows a web browser window displaying the Blackboard Learn interface. The browser's address bar shows the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F. The page header includes the La Salle University logo and the user name Elizabeth Langemak. A navigation bar at the top right shows 'La Salle University' and 'Courses'. Below this, a message states: '(Course has been unavailable to students since Saturday, December 22, 2012) > Papers & Projects'. The main content area is titled 'Papers & Projects' and features a sidebar on the left with a list of course items: ENG-150-WBL-Fall-2012, Announcements, Before Class Begins, Papers & Projects, My Grades, Get Help, Library Resources, Week One (8/27-9/2), Week Two (9/3-9/9), Week Three (9/10-9/16), Week Four (9/17-9/23), Week Five (9/24-9/30), Week Six (10/1-10/7), Week Seven (10/8-10/14), Week Eight (10/15-10/21), Week Nine (10/22-10/28), Week Ten (10/29-11/4), Week Eleven (11/5-11/11), Week Twelve (11/12-11/18), Week Thirteen (11/19-11/25), Week Fourteen (11/26-12/2), Week Fifteen (12/3-12/9), Exam Week (12/10-12/15), Template Content, and Discussions. The main content area has a sub-header 'Papers & Projects' with a dropdown arrow. Below this are four tabs: 'Build Content', 'Assessments', 'Tools', and 'Publisher Content'. The 'Build Content' tab is active, showing a list of folders: 'Fiction Papers & Projects', 'Poetry Papers & Projects', 'Drama Papers & Projects', and 'Nonfiction Papers & Projects'. Each folder has a description: 'Find the fiction paper and mini-project assignments and drop-boxes here.', 'Find the poetry paper and mini-project assignments and drop-boxes here.', 'Find the drama paper and mini-project assignments and drop-boxes here.', and 'Find the nonfiction paper and mini-project assignments and drop-boxes here.' respectively. A green arrow points to the 'Fiction Papers & Projects' folder.

Firefox | Blackboard Learn | https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F | Google

LASALLE UNIVERSITY | Elizabeth Langemak | La Salle University | Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > Papers & Projects | Edit Mode is: ON

Papers & Projects

Build Content ▾ | Assessments ▾ | Tools ▾ | Publisher Content ▾ | ↑↓

Fiction Papers & Projects
Find the fiction paper and mini-project assignments and drop-boxes here.

Poetry Papers & Projects
Find the poetry paper and mini-project assignments and drop-boxes here.

Drama Papers & Projects
Find the drama paper and mini-project assignments and drop-boxes here.

Nonfiction Papers & Projects
Find the nonfiction paper and mini-project assignments and drop-boxes here.

ENG-150-WBL-Fall-2012 | Announcements | Before Class Begins | Papers & Projects | My Grades | Get Help | Library Resources | Week One (8/27-9/2) | Week Two (9/3-9/9) | Week Three (9/10-9/16) | Week Four (9/17-9/23) | Week Five (9/24-9/30) | Week Six (10/1-10/7) | Week Seven (10/8-10/14) | Week Eight (10/15-10/21) | Week Nine (10/22-10/28) | Week Ten (10/29-11/4) | Week Eleven (11/5-11/11) | Week Twelve (11/12-11/18) | Week Thirteen (11/19-11/25) | Week Fourteen (11/26-12/2) | Week Fifteen (12/3-12/9) | Exam Week (12/10-12/15) | Template Content | Discussions

Inside "Papers & Projects"

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e.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flaunch

☆ ▼ ↻ Google

La Salle Un

available to students since Saturday, December 22, 2012) > Papers & Projects > Fiction Papers & Projects

Fiction Papers & Projects ▼

Inside "Papers & Projects"

The screenshot shows a web browser window with the address bar displaying `https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flaunch`. The page header includes the Lasalle University logo and the user name Elizabeth Langemak. The course title is ENG-150-WBL-Fall-2012. The main content area is titled "Fiction Papers & Projects" and contains two folders: "Fiction Mini-Project" and "Fiction Paper Assignment". A green arrow points to the "Fiction Mini-Project" folder. The left sidebar lists various course sections and resources, including "Announcements", "Before Class Begins", "Papers & Projects", "My Grades", "Get Help", "Library Resources", and a list of weeks from Week One to Week Fifteen, followed by "Exam Week", "Template Content", and "Discussions".

Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flaunch

LASALLE UNIVERSITY

Elizabeth Langemak

La Salle University Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > Papers & Projects > Fiction Papers & Projects

Edit Mode is: ON

Fiction Papers & Projects

Build Content Assessments Tools Publisher Content

Fiction Mini-Project

Instructions and assignment submission information for your Fiction Mini-Project

Fiction Paper Assignment

ENG-150-WBL-Fall-2012

Announcements

Before Class Begins

Papers & Projects

My Grades

Get Help

Library Resources

Week One (8/27-9/2)

Week Two (9/3-9/9)

Week Three (9/10-9/16)

Week Four (9/17-9/23)

Week Five (9/24-9/30)

Week Six (10/1-10/7)

Week Seven (10/8-10/14)

Week Eight (10/15-10/21)

Week Nine (10/22-10/28)

Week Ten (10/29-11/4)

Week Eleven (11/5-11/11)

Week Twelve (11/12-11/18)

Week Thirteen (11/19-11/25)

Week Fourteen (11/26-12/2)

Week Fifteen (12/3-12/9)

Exam Week (12/10-12/15)

Template Content

Discussions

3:37 PM

Week Twelve (11/12 -11/18)
Week Thirteen (11/19-11/25)
Week Fourteen (11/26-12/2)
Week Fifteen (12/3-12/9)
Exam Week (12/10-12/15)
Template Content ☒
Discussions ☒

InSide "Fiction Mini-Project"

Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F... Google

Elizabeth Langemak 5

LASALLE UNIVERSITY

La Salle University Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > ... > Fiction Papers & Projects > Fiction Mini-Project Edit Mode is: ON

Fiction Mini-Project

Build Content Assessments Tools Publisher Content

Fiction Mini-Project Assignment

Attached Files: Fiction MiniProject Assignment.docx (15.079 KB)

Inside "Fiction Mini-Project"

The screenshot shows a web browser window displaying a Blackboard Learn course page. The browser's address bar shows the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The page header includes the Lasalle University logo and the name 'Elizabeth Langemak'. The course title 'Fiction Mini-Project' is prominently displayed. A navigation menu on the left lists various course components, including 'Announcements', 'Before Class Begins', 'Papers & Projects', 'My Grades', 'Get Help', 'Library Resources', and a series of weeks from 'Week One' to 'Week Fifteen', followed by 'Exam Week'. The main content area is titled 'Fiction Mini-Project' and contains two sections. The first section, 'Fiction Mini-Project Assignment', includes an attached file 'Fiction MiniProject Assignment.docx' (15.079 KB) and instructions for the assignment. The second section, 'Turn in Your Fiction Mini-Projects Here', provides instructions for submitting the project and participating in a discussion board. The page footer shows the system clock as 3:38 PM on 1/16/2013.

Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher

LASALLE UNIVERSITY

Elizabeth Langemak

La Salle University Courses

(Course has been unavailable to students since Saturday, December 22, 2012) > ... > Fiction Papers & Projects > Fiction Mini-Project

Edit Mode is: ON

Fiction Mini-Project

Build Content Assessments Tools Publisher Content

Fiction Mini-Project Assignment

Attached Files: Fiction MiniProject Assignment.docx (15.079 KB)

Attached to this link you'll find one thing:

1) The assignment for writing the poetry unit's mini-project.

There isn't a sample for this assignment in order to encourage your own creativity (also, the author has already provided you a sample ending in his or her other story).

Turn in Your Fiction Mini-Projects Here

Once you've completed your fiction project, create your own thread on this discussion board and do two things before midnight on Wednesday, June 13th:

1) Attach your rewriting of the story's ending, along with a reference to where in the story your rewrite begins.

2) Along with the attachment, paste your 200 word discussion into your post (you'll find the details for this in the assignment above).

3) If you'd like to earn an extra percentage point on your final grade, do the following by midnight of Week Two: respond to someone else's post with a 200 word discussion of how that person's new ending and 200 word discussion enrich your own understanding of ending. Be sure to refer to this person's use of the three terms that he or she chooses.

ENG-150-WBL-Fall-2012

Announcements

Before Class Begins

Papers & Projects

My Grades

Get Help

Library Resources

Week One (8/27-9/2)

Week Two (9/3-9/9)

Week Three (9/10-9/16)

Week Four (9/17-9/23)

Week Five (9/24-9/30)

Week Six (10/1-10/7)

Week Seven (10/8-10/14)

Week Eight (10/15-10/21)

Week Nine (10/22-10/28)

Week Ten (10/29-11/4)

Week Eleven (11/5-11/11)

Week Twelve (11/12-11/18)

Week Thirteen (11/19-11/25)

Week Fourteen (11/26-12/2)

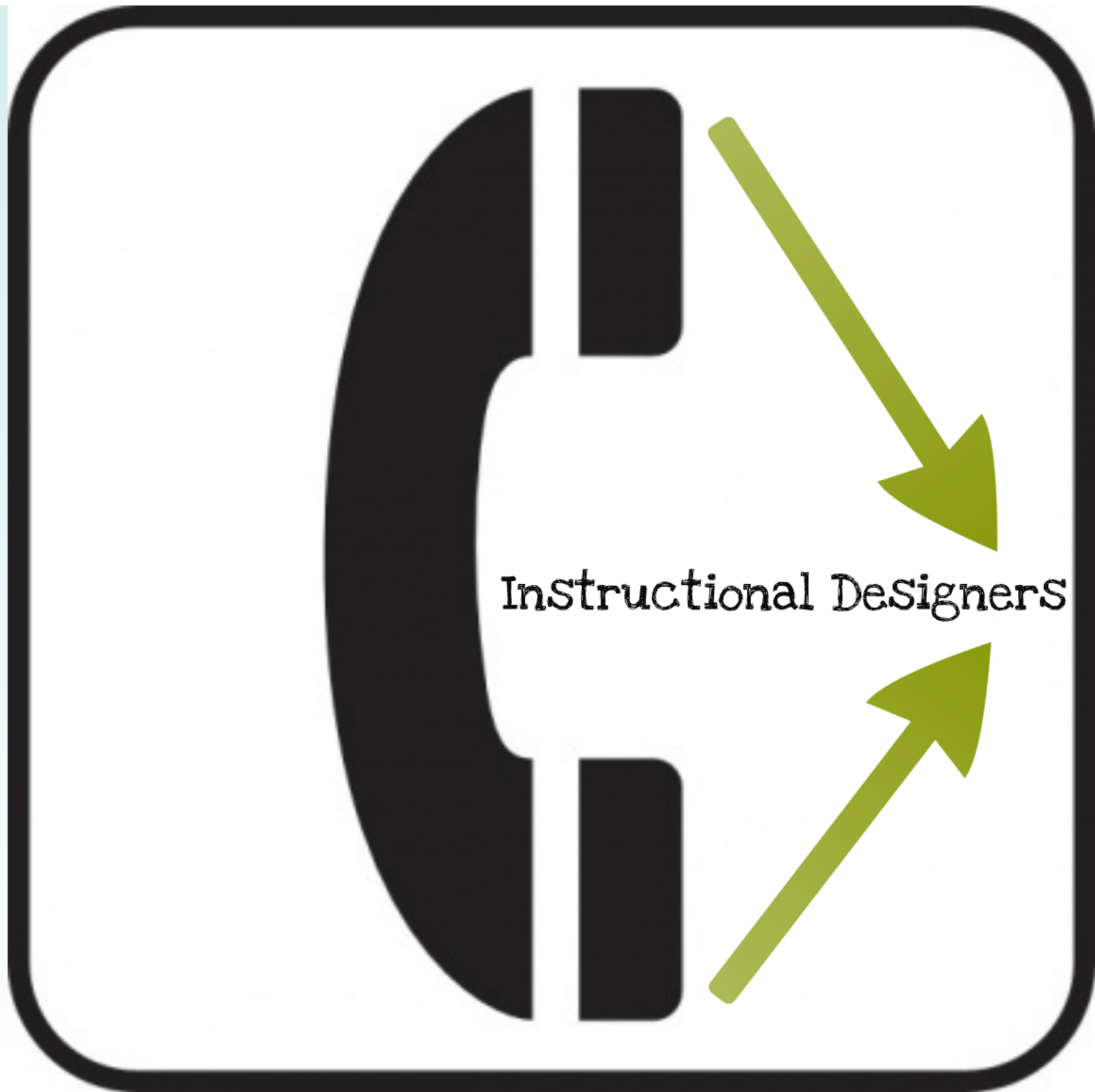
Week Fifteen (12/3-12/9)

Exam Week (12/10-12/15)

Template Content

Discussions

3:38 PM 1/16/2013



InStructional DeSigners

UI Bar

Interaction

Interaction

Using Technology Tools for Better
Student / Teacher Interaction
in Online and Face to Face Classrooms

Using Blackboard's Journal Tool
in Online Courses



- Allows for private, "office hours" conversation between students and teachers
- Encourages application of course material
- Can be a place for students to vent or ask for help

Application in Face to Face Courses?



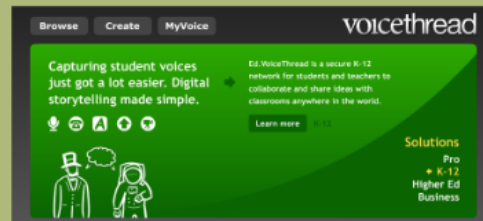
Multilayer Discussion Boards in Online Courses



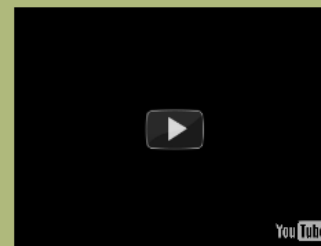
Inside a Collaborative Discussion Board



An Online Course Discussion Option for the Future?



Voicethread Video

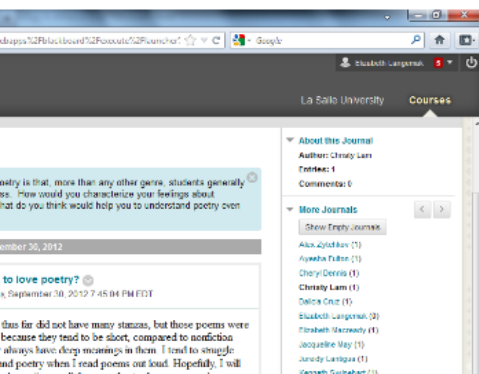


- Voicethread allows for:
- Both teacher and student voices to be captured and shared in discussion
 - Use of visuals

Interact

USing Technology Tools for Better Student / Teacher Interaction in Online and Face to Face Classrooms

La Salle's Journal Tool
Courses



Application in Face to Face courses?



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USing Blackboard's Journal Tool in Online Courses

Firefox ▾

Blackboard Learn


+

lasalle.edu

https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher

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Google

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UNIVERSITY

Elizabeth La

La Salle University

Announcements

Before Class Begins

Papers & Projects

My Grades

Get Help

Library Resources

Week One (8/27-9/2)

Instructions

One of the most striking things about teaching a unit on poetry is that, more than any other genre, students generally come to it with either great excitement or great nervousness. How would you characterize your feelings about poetry? What past experiences led to these feelings? What do you think would help you to understand poetry even better than you do now?

Sunday, September 30, 2012

About this Journal

Author: Christy Lam

Entries: 1

Comments: 0

More Journals

Show Empty Journals

Alex Zytchov (1)

Using Blackboard's Journal Tool in Online Courses

Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F... Google

LASALLE UNIVERSITY

Elizabeth Langemak 5

La Salle University Courses

Announcements

Before Class Begins

Papers & Projects

My Grades

Get Help

Library Resources

Week One (8/27-9/2)

Week Two (9/3-9/9)

Week Three (9/10-9/16)

Week Four (9/17-9/23)

Week Five (9/24-9/30)

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Week Twelve (11/12-11/18)

Week Thirteen (11/19-11/25)

Week Fourteen (11/26-12/2)

Week Fifteen (12/3-12/9)

Exam Week (12/10-12/15)

Template Content

Discussions

Web Links

Instructor Resources

COURSE MANAGEMENT

Control Panel

Instructions

One of the most striking things about teaching a unit on poetry is that, more than any other genre, students generally come to it with either great excitement or great nervousness. How would you characterize your feelings about poetry? What past experiences led to these feelings? What do you think would help you to understand poetry even better than you do now?

Sunday, September 30, 2012

To love or not to love poetry?

Posted by Christy Lam at Sunday, September 30, 2012 7:45:04 PM EDT

I love poetry because all of the poems I have read thus far did not have many stanzas, but those poems were meaningful. Poetry could be difficult to understand because they tend to be short, compared to nonfiction and fiction stories, and with odd words, but poetry always have deep meanings in them. I tend to struggle with poetry, but I find it is easier for me to understand poetry when I read poems out loud. Hopefully, I will do well in the poetry section. Starting off with "To a Louse" was a little scary due to the poem was in a Scottish dialect. Therefore, I had to read it out loud at least three times but I enjoyed it. I thought "To a Louse" was fun, meaningful, and interesting to read. I'm looking forward to learning about poetry and I know for sure that I will have a hard time narrowing down which three papers to work on. I have submitted my nonfiction paper and I have two more papers to write, but I can't choose among poetry, nonfiction, and drama because I think each category has its own uniqueness.

Comments: 1

Comment

Elizabeth Langemak said...
Monday, October 1, 2012 9:50:37 PM EDT
Hi Christy,

I thought that your comments on poetry were common ones, and I was glad that you were able to put them into words here.

I like that even though you don't always find poetry easy you still like it. That's the sign of a good reader and thinker. I also like that you're thinking you might like writing all of the papers - that means that maybe you'll get to let your schedule decide for you. :)

Thanks again for sharing these thoughts - if you have any questions moving forward, please let me know. Poetry can be tough sometimes, and so I'm happy to talk about any questions you have with you over email.

Best,

Professor Langemak

About this Journal

Author: Christy Lam

Entries: 1

Comments: 0

More Journals

Show Empty Journals

Alex Zytchov (1)

Ayesha Fulton (1)

Cheryl Dennis (1)

Christy Lam (1)

Dalia Cruz (1)

Elizabeth Langemak (0)

Elizabeth Macready (1)

Jacqueline May (1)

Jureidy Lantigua (1)

Kenneth Swinehart (1)

Michele Smith (1)

Index

September 2012(1)

To love or not to love poetry?

Indicates New Entries

Indicates New Comments

Indicates activity that Needs Grading

Indicates activity that is In Progress

3:58 PM 1/16/2013

The screenshot shows a Blackboard interface. On the left is a navigation menu with links for 'Week Fourteen (11/26-12/2)', 'Week Fifteen (12/3-12/9)', 'Exam Week (12/10-12/15)', 'Template Content', 'Discussions', 'Web Links', and 'Instructor Resources'. Below this is a 'COURSE MANAGEMENT' section with a 'Control Panel' link. The main content area displays a discussion post from 'Elizabeth Langemak' dated 'Monday, October 1, 2012 9:50:37 PM EDT'. The post is addressed to 'Hi Christy,' and contains three paragraphs of text. The first paragraph expresses appreciation for Christy's comments on poetry. The second paragraph shares a personal observation about Christy's reading habits. The third paragraph thanks Christy for sharing thoughts and offers further assistance. The post ends with 'Best, Professor Langemak'. On the right side of the interface, there are two status indicators: a green icon for 'Indicates activity that Needs Grading' and a yellow icon for 'Indicates activity that is In Progress'. At the bottom of the screen is a Windows taskbar with icons for Internet Explorer, Word, and a music player, along with a system clock showing '3:58 PM 1/16/2013'.

Week Fourteen (11/26-12/2)

Week Fifteen (12/3-12/9)

Exam Week (12/10-12/15)

Template Content

Discussions

Web Links

Instructor Resources

COURSE MANAGEMENT

Control Panel

Elizabeth Langemak said...

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Professor Langemak

Indicates activity that Needs Grading

Indicates activity that is In Progress

3:58 PM
1/16/2013

- Allows for private, "office hours" conversation between students and teachers
- Encourages application of course material
- Can be a place for students to vent or ask for help

and Face to Face Classroom

Application in Face to Face courses?



Application of ILM to ILMG Goals.



ASSign 2-3 journals per Semester
in large courses without individual
conferences?

Multilayer Discussion Boards in Online Courses

Firefox | Blackboard Learn

lasalle.edu | https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=...%2Fblackboard%2Fexecute%2Flauncher%2F... | Google

LASALLE UNIVERSITY | Elizabeth Langemak | La Salle University | Courses

COURSE MANAGEMENT

- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Center
- Users and Groups
- Customization
- Packages and Utilities
- Help

Mini-Lectures

In this folder, you'll find links to the mini-lectures for this week. Please listen to and take notes on these, as they'll be important to understand and know how to use in this course, particularly in discussion, on quizzes, projects & papers.

Week 1 Discussion, Pt 1: Complete by Wednesday

When we talk about and analyze works of literature, one of the most important things we can do is perform "close readings," which literally means to look at the reading closely. The best close readings include quotes directly from the story, which we then analyze, or explain.

In this discussion, you'll find that I've already created seven threads: one for each page of Lorie Moore's story "How." You'll see that your number (see the sheet with your name and number in "Before Class Begins") is connected to one of these threads. In this discussion, you don't want to create your own thread: instead, click on the thread you've been assigned to, and reply to it with your answer. This way, your classmates will be able to find your work in an organized manner. Before Wednesday at midnight, your job is to:

Go to the thread you've been assigned, and add one post of at least 100 words. This post should begin with a quotation from what you believe is the most important instruction given by the narrator on your page. Follow this quote with a 5 sentence explanation of why you believe this quotation is so important, and what it adds to the story. Be sure to look at the individual words and phrases very closely, and to think about how they create their meaning. Judging by the quotation you choose, who do you think the story's narrator is addressing? (In other words, who is the "you"?)

I've left an example of what I'm looking for under "Page109." Please read the other posts for your page number before you post yourself: if someone has "taken" you quote, make sure to choose a different one. There's plenty to go around!

Be sure to complete this part of the discussion by midnight on Wednesday: you'll want to refer to it (and perhaps take notes on it) to complete the second part of this discussion in the last half of the week. Your post should include your quote and your analysis (for a total of 100 words). There is no need to

Part 2 of Discussion Requires Review of what Peers Think; Possible Writing by Hand

Multilayer Discussion Boards in Online Courses

The screenshot shows a Blackboard Learn interface for a course at La Salle University. The browser is Firefox, and the URL is https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The user is Elizabeth Langemak.

COURSE MANAGEMENT

- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Center
- Users and Groups
- Customization
- Packages and Utilities
- Help

Mini-Lectures

In this folder, you'll find links to the mini-lectures for this week. Please listen to and take notes on these, as they'll be important to understand and know how to use in this course, particularly in discussion, on quizzes, projects & papers.

Week 1 Discussion, Pt 1: Complete by Wednesday

When we talk about and analyze works of literature, one of the most important things we can do is perform "close readings," which literally means to look at the reading closely. The best close readings include quotes directly from the story, which we then analyze, or explain.

In this discussion, you'll find that I've already created seven threads: one for each page of Lorie Moore's story "How." You'll see that your number (see the sheet with your name and number in "Before Class Begins") is connected to one of these threads. In this discussion, you don't want to create your own thread: instead, click on the thread you've been assigned to, and reply to it with your answer. This way, your classmates will be able to find your work in an organized manner. Before Wednesday at midnight, your job is to:

Go to the thread you've been assigned, and add one post of at least 100 words. This post should begin with a quotation from what you believe is the most important instruction given by the narrator on your page. Follow this quote with a 5 sentence explanation of why you believe this quotation is so important, and what it adds to the story. Be sure to look at the individual words and phrases very closely, and to think about how they create their meaning. Judging by the quotation you choose, who do you think the story's narrator is addressing? (In other words, who is the "you"?)

I've left an example of what I'm looking for under "Page109." Please read the other posts for your page number before you post yourself: if someone has "taken" you quote, make sure to choose a different one. There's plenty to go around!

Be sure to complete this part of the discussion by midnight on Wednesday: you'll want to refer to it (and perhaps take notes on it) to complete the second part of this discussion in the last half of the week. Your post should include your quote and your analysis (for a total of 100 words). There is no need to respond to peers on this discussion board.

Week 2 Discussion, Pt 2: Complete by End of Week

This discussion board becomes available in the second half of the week. Before responding, you'll want to review Part 1 of this discussion very carefully.

In the second half of the week, I'd like you to review what people have written for each page, focusing on what people have said about the most important / interesting instructions and why. Then write a response to this discussion board. Your discussion should, in at least 200 words:

- Choose and refer to what three of your peers have written about the most important instructions (refer to your classmates by name so they get credit).
- In discussing these three instructions identified by your peers, try to choose one from the story's "rising action," one from the "climax" and the third from the story's "falling action." Why do each of these moments fit in with those plot points? If no one has chosen what you think is the story's climax, where would you pinpoint it and why?

For an example of what a successful post looks like, take a look at my sample post.

You should post twice to this discussion board, including:

- 1) A 200 word initial response answering the questions above.
- 2) A 100 word response to a classmate in this discussion board.

Part 2 of Discussion Requires Review of What Peers Think; Possible Writing by Hand



Inside a Collaborative Discussion Board

Firefox Blackboard Learn

lasalle.edu https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%2F... Google

LASALLE UNIVERSITY Elizabeth Langemak 5 La Salle University Courses

Week Two (9/3-9/9)
Week Three (9/10-9/16)
Week Four (9/17-9/23)
Week Five (9/24-9/30)
Week Six (10/1-10/7)
Week Seven (10/8-10/14)
Week Eight (10/15-10/21)
Week Nine (10/22-10/28)
Week Ten (10/29-11/4)
Week Eleven (11/5-11/11)
Week Twelve (11/12-11/18)
Week Thirteen (11/19-11/25)
Week Fourteen (11/26-12/2)
Week Fifteen (12/3-12/9)
Exam Week (12/10-12/15)

Select: All None
RE: Disussion Pt 2
- RE: Disussion Pt 2
RE: Disussion Pt 2
- RE: Disussion Pt 2
RE: Disussion Pt 2

Select: All None
Message Actions Collect

Katrina Brown 9/1/12 12:31 AM
Elizabeth Langemak 8/31/12 7:53 AM
2/12 6:51 PM
31/12 5:21 PM
2/12 6:54 PM

Disussion Pt 2 > Reply Quote Edit Set Flag Delete

Author: Elizabeth Langemak Total views: 65 (Your views: 5)
Posted Date: Thursday, August 30, 2012 9:07:28 PM EDT
Edited Date: Thursday, August 30, 2012 9:07:28 PM EDT

I thought everyone brought up great points in the story that made me expand on my own interpretation. There were a couple of quotations chosen by the class that I agreed fit into the three categories of: rising action, climax, and falling action.

Katrina chose to mention the quote "...Make room in his closet. but don't rearrange the furniture." on page 111. I agree. as Katrina pointed out. that this shows

Collaborative discussion board = consideration of and response to peer discussion

Inside a Collaborative Discussion Board

The screenshot displays a Blackboard Learn interface within a Firefox browser window. The address bar shows the URL: https://online.lasalle.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher. The user is logged in as Elizabeth Langemak. The interface includes a left sidebar with a course navigation menu (Week Two to Exam Week, Template Content, Discussions, Web Links, Instructor Resources) and a 'COURSE MANAGEMENT' section (Control Panel, Files, Course Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities). The main content area shows a discussion thread titled 'Disussion Pt 2'. A green box with a yellow border highlights the text: 'Collaborative discussion board = consideration of and response to peer discussion'. A green arrow points from this box to the discussion post. The post is by Elizabeth Langemak, posted on Thursday, August 30, 2012 9:07:28 PM EDT. The post content includes several paragraphs of text with yellow highlights: 'I thought everyone brought up great points in the story that made me expand on my own interpretation. There were a couple of quotations chosen by the class that I agreed fit into the three categories of: rising action, climax, and falling action.', 'Katrina chose to mention the quote "...Make room in his closet, but don't rearrange the furniture." on page 111. I agree, as Katrina pointed out, that this shows the narrator is testing the waters. She's making it obvious that she's not allowing herself to get too comfortable with this new living arrangement. I think this is a good choice for the rising action because it demonstrates the contradiction between her thoughts and her actions, which later proves to be the leading conflict in the story.', 'I noticed that Christy, Jureidy, Carl, and Alex all chose the quote: "There is never anything conclusive, just an endless series of test on page 113. Throughout the story, the narrator constantly tests the relationship, yet struggles to take action and end the matter. I think Alex made a great point by noting that these "series of tests" may not be limited to her boyfriend's physical illness, but likely also reflects the narrator's mental illness and pervasive unhappiness. I thought this was a key passage to the story, however, I don't believe I would choose this passage as the climax of the plot.', and 'If I were to choose the climactic point in the story, I would choose the passage "He will not eat your breakfast. He will glare at it, stir it around the plate with a fork, and then hurl it against the wall."- Located on page 115. This is the first time in the story that we witness anger from her boyfriend. It seems like the turning point in the story because neither he nor she is continuing to deny the unrelenting truth- that the relationship is lost.' The post also mentions Kenneth's post on page 115: 'When you walk up Third Avenue toward the IRT, do it quickly. You will have a full bag. People will seem to know what you have done, where you are going.' This passage shows the effect of the climax. She is finally experiencing her true desire. During the falling action, she gets what she wants. She pushes her companion to the point of anguish, and runs away.' The post has 65 total views (5 from the user). The interface includes buttons for 'Reply', 'Quote', 'Edit', 'Set Flag', and 'Delete'.

Collaborative discussion board = consideration of and response to peer discussion

Disussion Pt 2

Author: Elizabeth Langemak
Posted Date: Thursday, August 30, 2012 9:07:28 PM EDT
Edited Date: Thursday, August 30, 2012 9:07:28 PM EDT

Total views: 65 (Your views: 5)

I thought everyone brought up great points in the story that made me expand on my own interpretation. There were a couple of quotations chosen by the class that I agreed fit into the three categories of: rising action, climax, and falling action.

Katrina chose to mention the quote "...Make room in his closet, but don't rearrange the furniture." on page 111. I agree, as Katrina pointed out, that this shows the narrator is testing the waters. She's making it obvious that she's not allowing herself to get too comfortable with this new living arrangement. I think this is a good choice for the rising action because it demonstrates the contradiction between her thoughts and her actions, which later proves to be the leading conflict in the story.

I noticed that Christy, Jureidy, Carl, and Alex all chose the quote: "There is never anything conclusive, just an endless series of test on page 113. Throughout the story, the narrator constantly tests the relationship, yet struggles to take action and end the matter. I think Alex made a great point by noting that these "series of tests" may not be limited to her boyfriend's physical illness, but likely also reflects the narrator's mental illness and pervasive unhappiness. I thought this was a key passage to the story, however, I don't believe I would choose this passage as the climax of the plot.

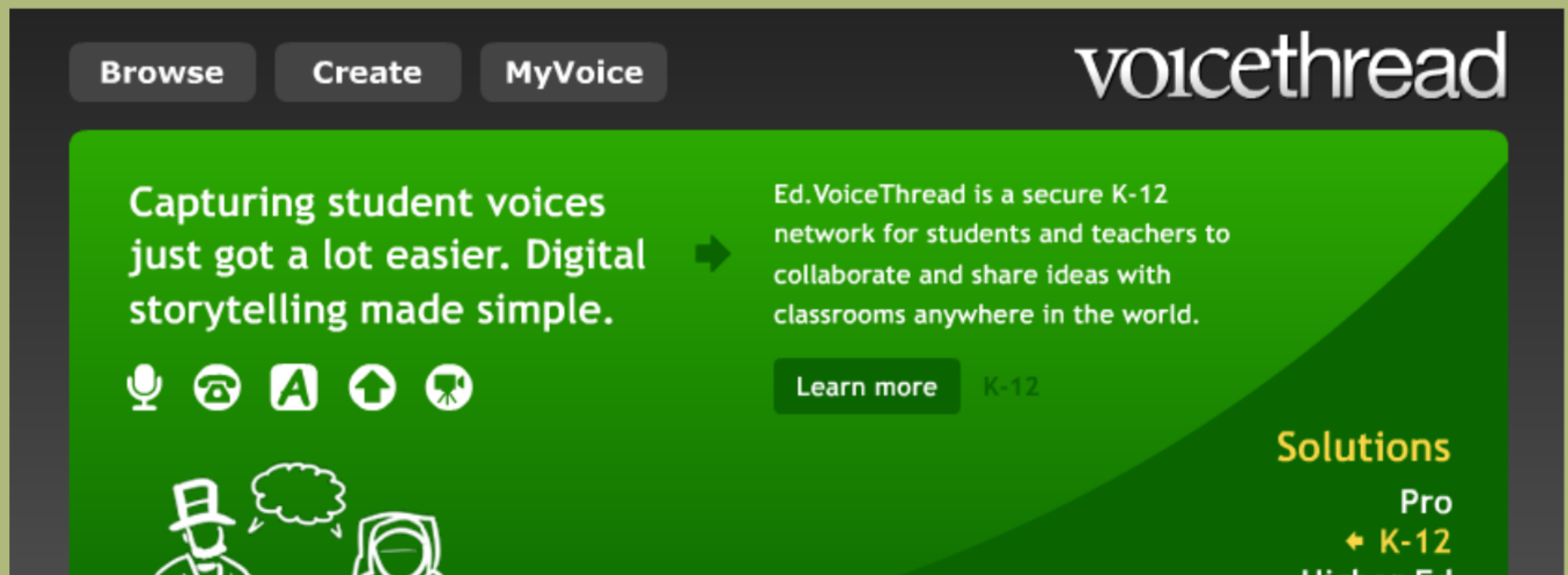
If I were to choose the climactic point in the story, I would choose the passage "He will not eat your breakfast. He will glare at it, stir it around the plate with a fork, and then hurl it against the wall."- Located on page 115. This is the first time in the story that we witness anger from her boyfriend. It seems like the turning point in the story because neither he nor she is continuing to deny the unrelenting truth- that the relationship is lost.

Lastly, Kenneth posted what I believe to be the falling action of the plot on page 115; "When you walk up Third Avenue toward the IRT, do it quickly. You will have a full bag. People will seem to know what you have done, where you are going." This passage shows the effect of the climax. She is finally experiencing her true desire. During the falling action, she gets what she wants. She pushes her companion to the point of anguish, and runs away.

Disussion Pt 2

Reply Quote Edit Set Flag Delete

An Online Course DiScuSSion Option for the Future?



The screenshot shows the Voicethread website interface. At the top, there are three navigation buttons: "Browse", "Create", and "MyVoice". The "voicethread" logo is in the top right corner. Below the navigation bar is a green banner with the text "Capturing student voices just got a lot easier. Digital storytelling made simple." followed by a right-pointing arrow. To the right of the arrow, it says "Ed.VoiceThread is a secure K-12 network for students and teachers to collaborate and share ideas with classrooms anywhere in the world." Below this text is a "Learn more" button and the text "K-12". In the bottom right corner of the green banner, the word "Solutions" is written in yellow, with "Pro" and "K-12" listed below it. At the bottom left of the banner, there are icons for a microphone, a telephone, a document with a checkmark, an upload arrow, and a video camera. Below these icons are two small illustrations: one of a person wearing a top hat and another of a person wearing a graduation cap.

[Browse](#) [Create](#) [MyVoice](#) voicethread

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[Learn more](#) K-12

Solutions
Pro
K-12
Higher Ed

Icons: Microphone, Telephone, Document with Checkmark, Upload Arrow, Video Camera. Illustrations: Person in top hat, Person in graduation cap.

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K-12

Solutions

Pro

← K-12

Higher Ed

Business

Voicethread allows for:

- Both teacher and student voices to be captured and shared in discussion
- Use of visuals

Voicethread Video



You Tube